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ABSTRACT

This document contains Idaho's marketing education (ME) core curriculum. Presented first are a list of 22 ME strategies that are aligned with the Idaho State Division of Vocational-Technical Education's strategic plan and a chart detailing the career pathways of ME in Idaho (arts and communication, business and management, health services, human resources, industrial and engineering, and natural resources). Discussed next are the nature/scope of and occupational areas of ME, job outlook for ME occupations, skills/knowledge learned in ME, and role of ME in improving marketing in Idaho. The remainder of the document is a list of 327 competencies in the following categories: role of marketing in the economic system; basic marketing elements; basic marketing math; sales transaction and store operation; critical elements of advertising; basic elements of display and sales promotional activities; selling techniques; interpersonal skills; career opportunities and appropriate job-seeking skills; communication skills, merchandising; technology; management and supervision; accounting; business law; and entrepreneurship. Within each category skills are grouped by the following levels: career sustaining; specialist; supervisory; and entrepreneurial. Appended are lists of 21 ME occupations and the education and business representatives involved in developing the core curriculum. (MN)

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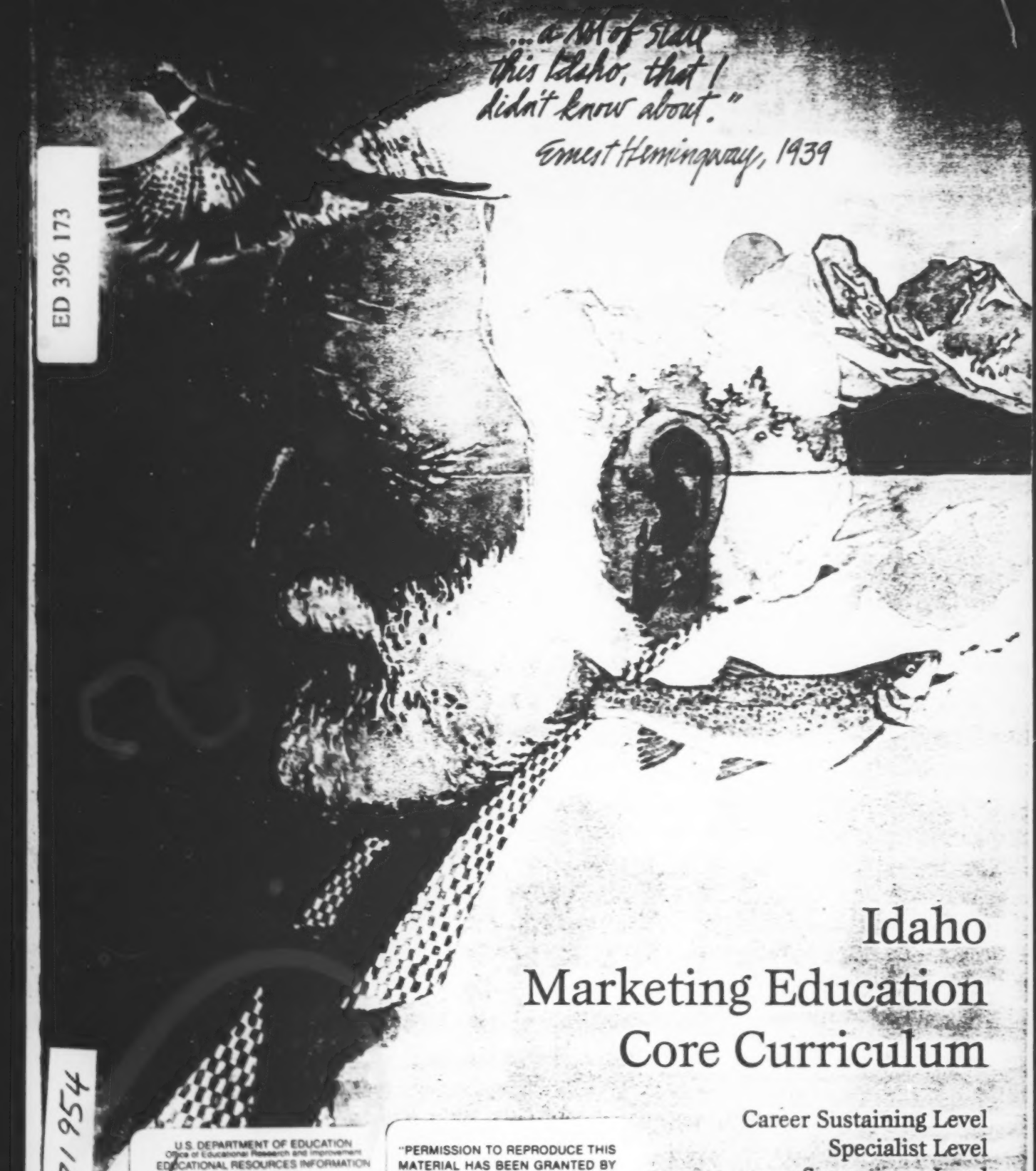
"...a lot of stuff this Idaho, that I didn't know about."
Ernest Hemingway, 1939



Idaho Marketing Education Core Curriculum

Career Sustaining Level
Specialist Level
Supervisory Level
Entrepreneurial Level

1996 edition

ED 396 173

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Table of Contents

Marketing Education Strategies 1

Business and Management Career Pathway 3

Idaho Marketing Education - General Information 4

What Is Marketing? 4

What Is Marketing Education (ME)? 4

How Are Marketing Education Occupational Areas Classified? 4

For What Employment Levels Does Marketing Education Prepare Students? 5

What Instructional Areas Are Included in the Marketing Education Curriculum? 5

What Types of Skills Are Learned Through the Program? 5

Is There More to Marketing Education than Classroom Instruction? 6

How Does Marketing Education Improve Marketing in Idaho? 6

Idaho Marketing Education Core Curriculum 7

The Role of Marketing in the Economic System 7

Basic Marketing Elements 8

Marketing Math 8

Sales Transaction and Store Operation Skills 9

Advertising 10

Display and Sales Promotional Activities 10

Selling Techniques 11

Interpersonal Skills 13

Career Opportunities and Job Seeking Skills 13

Communication Skill 14

Merchandising Essentials 14

Technology 15

Management and Supervisory Skills 15

Accounting Principles 18

Business Law 18

Entrepreneurship 18

Marketing Education Occupations ..... **Appendix A**

Acknowledgements ..... **Appendix B**

Marketing Education Strategies
in Alignment with the Idaho State Division Vocational-Technical Education Strategic Plan

State Division Objective 1-3: Participate actively in coordinating the development and implementation of new vocational-technical models of education.

Marketing Education Strategy:

1. Develop and implement alternative models for delivering marketing education instruction.

State Division Objective 1-4: Develop and implement a public information plan to explain the role of and worth of vocational-technical information.

Marketing Education Strategy:

1. Inform students, parents, school personnel, and community members of the benefits of participation in a marketing education program through widespread distribution of the marketing education curriculum guide.

State Division Objective 2-1: Develop and improve vocational-technical education using current industry standards and/or employer expectations.

Marketing Education Strategies:

1. Integrate skills standards established for the retail industry by the National Retail Federation into the marketing education curriculum.
2. Utilize instructional activities that develop workplace competencies and foundation skills identified by the U.S. Department of Labor.
3. Determine regional employer expectations from members of local and state advisory boards.
4. Revise the marketing education curriculum every five years to reflect current industry practices and standards.

State Division Objective 2-3: Increase and improve the integration of vocational-technical competencies and applied academic concepts.

Marketing Education Strategies:

1. Reinforce and strengthen students' basic academic skills throughout all marketing education concepts.
2. Provide instruction in economics, mathematics, oral and written communications, decision making, and other areas in an applied, contextual approach.

State Division Objective 2-4: Require comprehensive employability skills development for students as an integral part of instruction.

Marketing Education Strategies:

1. Provide employability skills instruction to all secondary marketing education students.
2. Utilize cooperative education and other workbased learning experiences to complement and reinforce classroom instruction.

State Division Objective 2-9: Develop expertise throughout the system that provides quality vocational-technical education through telecommunications and other emerging technologies.

Marketing Education Strategies:

1. Provide training in the use of telecommunications and other technologies through preservice and inservice to marketing educators.
2. Include e-mail addresses in the Idaho marketing education directory and encourage the use of e-mail for communications when available.
3. Integrate uses of telecommunications and other technologies into the marketing education curriculum as access is established.

State Division Objective 4-1: Increase vocational-technical education opportunities at the secondary and postsecondary levels.

Marketing Education Strategy:

1. Increase the number of marketing education programs at the secondary and postsecondary levels.

State Division Objective 4-2: Increase the impact of the tech-prep initiative.

Marketing Education Strategies:

1. Develop and refine articulation agreements between secondary and postsecondary marketing education programs.
2. Coordinate the marketing education curriculum to provide a seamless transition for individuals articulating from secondary to postsecondary marketing education programs.

State Division Objective 5-1: Promote the development of private-public partnerships to increase involvement of business and industry in identifying and developing workbased learning opportunities.

Marketing Education Strategies:

1. Increase the number and types of training stations utilized in cooperative education and other workbased learning programs.
2. Increase the number of school-based enterprises as a means of providing workbased learning opportunities for students.

State Division Objective 6-1: Implement guidance programs in all schools and vocational-technical colleges consistent with the K-12 / adult guidance models.

Marketing Education Strategy:

1. Provide guidance counselors and students with current information on careers in the marketing education field.

State Division Objective 6-2: Provide State Division counselors and teachers with the training, curriculum and information to assist students to: identify their strengths and motivations; explore careers uniquely suited to their strengths and motivations; identify educational programs and formulate a plan leading to their career goals; and develop skills for locating, maintaining, and advancing in a job.

Marketing Education Strategies:

1. Promote back-to-industry experiences for marketing education instructors.
2. Train all preservice marketing teachers on the State Division Comprehensive Guidance Model.
3. Provide training on the comprehensive guidance model as an inservice for marketing educators.

Business and Management Career Pathway

The Business and Management career pathway includes programs related to the business environment. These may include entrepreneurship, sales, marketing, hospitality and tourism, computer information systems, finance, accounting, personnel, economics, and management.

Marketing Education programs provide students with the opportunity to develop competencies that will be useful in many of the other career pathways identified in Idaho. The matrix below shows which marketing classes will benefit students as they pursue a career in another of Idaho's career paths.

Idaho Career Pathways

Marketing Education

Arts and Communication	Business and Management	Health Services	Human Resources	Industrial & Engineering	Natural Resources
Intro to Business	**Intro to Business**	**Intro to Business**	**Intro to Business**	**Intro to Business**	**Intro to Business**
Business Technology	**Business Technology**	**Business Technology**	**Business Technology**	**Business Technology**	**Business Technology**
Marketing Economics	Marketing Economics	Marketing Economics	Marketing Economics	Marketing Economics	Marketing Economics
	Hospitality/ Tourism	**Hospitality/ Tourism**	**Hospitality/ Tourism**	**Hospitality/ Tourism**	**Hospitality/ Tourism**
Principles of Marketing	Principles of Marketing	Principles of Marketing	Principles of Marketing	Principles of Marketing	Principles of Marketing
Retail/ Floristry	**Retail/ Floristry**		**Retail/ Floristry**		**Retail/ Floristry**
Promotion	Promotion	Promotion	Promotion	Promotion	Promotion
Principles of Management	**Principles of Management**	**Principles of Management**	**Principles of Management**	**Principles of Management**	**Principles of Management**
Business Owner Entrepreneurship	Business Owner Entrepreneurship	Business Owner Entrepreneurship	Business Owner Entrepreneurship	Business Owner Entrepreneurship	Business Owner Entrepreneurship
Marketing Lab	**Marketing Lab**	**Marketing Lab**	**Marketing Lab**	**Marketing Lab**	**Marketing Lab**
Occupational & Career	Occupational & Career	Occupational & Career	Occupational & Career	Occupational & Career	Occupational & Career
Cooperative Education	**Cooperative Education**	**Cooperative Education**	**Cooperative Education**	**Cooperative Education**	**Cooperative Education**

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Idaho Marketing Education - General Information

What Is Marketing?

Marketing is the process of determining consumer needs and then directing products and services to meet those needs. The functions of marketing include financing, risk management, selling, promotion, pricing, purchasing, marketing information, management, product service planning, and distribution.

What Is Marketing Education (ME)?

Marketing Education is the vocational instruction program designed to prepare motivated people for marketing careers. Idaho's goals for Marketing Education are to:

- Prepare people for work in marketing occupations.
- Prepare people for further education.
- Increase the efficiency of the Idaho marketing system.

Marketing Education is a program within the Business and Management career pathway. Introductory courses provide exploratory experiences for students interested in careers in a business environment. These may include entrepreneurship, sales, marketing, hospitality and tourism, computer information systems, finance, accounting, personnel, economics, and management.

How Are Marketing Education Occupational Areas Classified?

Marketing Education provides training for skills and competencies needed in the following occupational areas:

- Advertising Marketing
- Apparel and Accessories Marketing
- Business and Personal Services Marketing
- Entrepreneurship
- Financial Services Marketing
- Food Marketing
- General Marketing
- Home and Office Products Marketing
- Hospitality and Tourism Marketing
- Insurance Marketing
- International Marketing
- Retailing Marketing
- Transportation Marketing
- Vehicles and Petroleum Marketing
- Marketing and Distribution, Other

See Appendix A for a listing of marketing-related occupations available in Idaho and throughout the United States.

What Is the Job Outlook for Marketing Education Occupations?

The U.S. Department of Labor Bureau of Statistics predicts that most positions in the field of marketing education will increase at least as fast as the average for all occupations, and the demand for some positions will be above average through 2005. One contributing factor to this strong job market is the increased need for marketing, promotional, and public relations efforts due to increasing competition in domestic and global products and services.

For What Employment Levels Does Marketing Education Prepare Students?

An **entry** level curriculum provides instruction that will prepare students for jobs involving standard or routine procedures with limited need for exercising decision-making skills. Required competencies are related to sales-supporting tasks, basic skills, and fundamental employability skills.

A **career sustaining** level curriculum provides instruction that will prepare students for jobs involving more complex duties than at the entry level. These jobs require a comprehensive knowledge of products or services marketed and the marketing practices and techniques associated with the industry. Individuals at this level perform multiple tasks and can accept responsibility and demonstrate decision-making skills.

A **specialization** level curriculum provides instruction that will prepare students for jobs involving the performance of a highly specialized activity requiring extensive technical knowledge and experience in a specific marketing function, product area, or service field.

A **supervisory** level curriculum provides instruction that will prepare students for jobs that require the ability to coordinate business activities, supervise other employees, and make decisions within management guidelines.

An **entrepreneurial** level curriculum provides instruction that will prepare students for managing or owning a business engaged primarily in the marketing of a product or service.

Marketing Education at the secondary and post-secondary levels prepares students for positions that require more than entry-level skills. All secondary marketing education programs in Idaho prepare students for positions at the career-sustaining level; some programs may also provide instruction for selected competencies within the specialist level.

Post-secondary programs prepare individuals for careers at the career sustaining, specialist, supervisory, and entrepreneurial levels. Established competencies and curriculum at each career level allow a seamless transition for individuals who complete a secondary program and who may wish to enroll at an Idaho post-secondary vocational-technical school and prepare themselves for higher employment levels.

What Instructional Areas Are Included in the Marketing Education Curriculum?

- Advertising
- Career Development
- Communications
- Display
- Economics
- Entrepreneurship
- Human Relations
- Job Seeking
- Management Supervision
- Marketing
- Mathematics and Computers
- Merchandising
- Operations
- Product and Service Technology
- Selling

What Types of Skills and Knowledge Are Learned?

The marketing education curriculum emphasizes skills and knowledge that are necessary for high job performance in all marketing education occupations. Basic and advanced academic skills and higher-order workplace competencies identified in studies by the U.S. Department of Labor and the National Retail Federation serve as a foundation for marketing education instruction.

These skills and competencies are incorporated into challenging and interesting instruction in the following areas: product analysis, selling merchandise and services, cashiering,

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supervising employees, time and money management, stock and inventory control, selecting and pricing merchandise, job interviewing, resume writing, basic communication, and computational skills. The use of advanced technologies in the marketplace is integrated throughout the program of study.

Students completing a Marketing Education program in Idaho will have a broad understanding of marketing in a global environment. They will understand the interdependence of all marketing tools as they relate to the total marketing effort. This is accomplished through the study of marketing as it applies to both a product-oriented and service-oriented organization.

Is There More to Marketing Education than Classroom Instruction?

Classroom instruction is one important aspect of marketing education. Equally important are training experiences and participation in the marketing education student organization, DECA or Delta Epsilon Chi.

Students in Marketing Education receive marketing training in either a co-op or a project (laboratory) method of instruction. Under the co-op method of training, the student combines classroom instruction with on-the-job training in a chosen career area. Students receive academic credit and pay from their employer for the supervised work experience. Under the project (laboratory) plan of instruction, the student combines classroom instruction with supervised laboratory activities designed to help the student achieve his or her career goal. The laboratory experience may include business simulations or the operation of a school store.

Participation in DECA, the secondary division, or Delta Epsilon Chi, the postsecondary division, provides students with the opportunity to become involved in many exciting activities related to their marketing curriculum. Involvement offers students leadership training and a chance to compete in local, state, and national events in specific career areas—all designed to stimulate and motivate classroom interest and vocational competence. Through DECA and Delta Epsilon Chi, students also have the opportunity to participate in social functions, meet many business leaders in the community, and apply for scholarships and loans which may be used to further their education for marketing careers.

How Does Marketing Education Improve Marketing in Idaho?

Employers can hire a Marketing Education trainee or graduate knowing that this individual has received relevant education for the position.

Adults already in the work force can receive continuing instruction which supplements their present jobs and leads to improved performance and advancement.

All Idaho citizens interested in marketing—including people with disabilities, minorities, and other special populations—are assisted in their pursuit of a meaningful career in the marketing field.

Idaho Marketing Education Core Curriculum

Marketing Education in Idaho is a vocational education program designed to prepare motivated people for marketing careers. Marketing Education offers instruction at the secondary, post-secondary, and adult levels for those individuals working in or seeking employment in marketing occupations not requiring a four-year degree.

Students completing a Marketing Education program at the Career Sustaining level in Idaho will be prepared for jobs involving more complex duties than the entry level. In addition to competencies in the basic skills, they will have a greater commitment to and knowledge of a particular industry, be able to accept responsibility, and demonstrate decision-making skills.

Students completing a Marketing Education program at the Specialist level in Idaho will possess all the competencies of the Career Sustaining level and possess a mastery of technical skills in marketing functions.

Those individuals completing a Marketing Education program at the Supervisory level will possess all competencies at the Career Sustaining and Specialist levels, as well as be prepared to enter positions which require the ability to coordinate business functions, supervise other employees, and make decisions within management guidelines.

Students completing the Entrepreneurial level will possess the competencies of the Career Sustaining and Specialist levels and will be prepared to manage or own a business engaged primarily in the marketing of a product or service.

Students who have successfully completed an Idaho Marketing Education Program have demonstrated the ability to:

1. Define and Apply the Role of Marketing in the Economic System:

Career Sustaining Level

1.1 Understand and explain the role of economics in society.

1.2 Understand the circular flow.

1.3 Identify the elements of production.

1.4 Distinguish between products and services.

1.5 Distinguish between wants and needs.

1.6 Compare and contrast the major economic systems.

1.7 Explain the gross national product (GNP) and gross domestic product (GDP).

1.8 Compare and contrast the types of business ownership.

1.9 Identify and describe the characteristics of a free enterprise system.

1.10 Develop and appreciation for the profit motive.

1.11 Understand and analyze supply and demand.

1.12 Understand the role of marketing in a global environment.

1.13 Understand and/or apply the following economic concepts:

- Characteristics of U.S. production (efficiency, law of diminishing return, mass production, specialization, and productivity)
- Consumer protection
- Economic fluctuations (inflation, recession, and business cycle)
- Federal Reserve System and monetary policy
- Labor relations
- Money and credit
- National economic goals
- Opportunity costs (trade-offs)
- Price indexes and economic indicators
- Productivity
- Taxation and fiscal policy

Specialist Level

Explain and apply all competencies noted at the Career Sustaining level with specific industry emphasis.

Supervisory Level

Demonstrate and interpret all competencies noted at the Career Sustaining level with specific industry emphasis.

2. Define and Apply Basic Marketing Elements:

Career Sustaining Level

2.1 Describe the role of marketing in society.

2.2 Explain the marketing concept.

2.3 Outline the functions of marketing.

2.4 Describe external environments affecting marketing.

2.5 Understand the role of marketing in a multi-national economy.

2.6 Explain services marketing.

2.7 Explain how target market decisions are made.

2.8 Understand and or demonstrate the following marketing concepts:

Demographics	Pricing strategy
Image	Product-life cycle
Marketing strategy	Target marketing
Multi-level marketing	Vertical markets
Non-price competition	

Competencies at the Specialist and Supervisory levels will be demonstrated by application to specific industries.

Specialist Level

2.9 Understand the marketing research process.

2.10 Assess products in relationship to product-life cycle.

2.11 Develop a marketing plan.

2.12 Develop a marketing research proposal.

2.13 Use marketing research techniques.

2.14 Explain and analyze buying behavior.

2.15 Develop a marketing strategy.

2.16 Analyze competition.

2.17 Develop a SWOT analysis.

2.18 Implement the role of marketing within an organization.

Supervisory Level

2.19 Control and evaluate the marketing plan.

2.20 Implement and analyze market research.

2.21 Implement and evaluate market strategy.

2.22 Evaluate the overall marketing plan.

3. Apply the Basic Skills of Marketing Math:

Career Sustaining Level

3.1 Add, subtract, multiply and divide whole numbers, numbers containing decimals, and mixed numbers.

3.2 Convert mixed numbers, percentages, and decimals.

3.3 Solve first-degree algebraic equations.

3.4 Prepare purchase orders and sales slips.

3.5 Understand, calculate, and/or apply the following concepts:

Average inventory	Markup
Basic stock	Open to buy
Change making	Payment deadlines
Cost of goods sold	Periodic inventory
Discounts	Perpetual inventory
Maintained markup	Stock turnover
Markdown	

3.6 Interpret graphs and tables.

Specialist Level

3.7 Calculate average markups to reach a markup percentage goal.

3.8 Understand how job lots can be used to average markup profitably.

3.9 Demonstrate how to improve average markup with additional purchases.

3.10 Compare initial markup with maintained markup.

3.11 Explain the difference between maintained markup and gross margin.

3.12 Analyze the impact of markdowns on profitability.

3.13 Analyze the difference between the cost and retail methods of inventory valuation.

3.14 Derive a shortage or overage figure after comparing a book inventory with an actual physical inventory.

3.15 Analyze how stock turn can affect profitability.

3.16 Use spreadsheets and database systems.

3.17 Reconcile a bank statement.

3.18 Calculate single and chain trade discounts.

3.19 Calculate net pay.

3.20 Calculate federal and state unemployment taxes.

3.21 Calculate simple interest using exact and ordinary interest methods.

3.22 Calculate interest due on partial note payments.

3.23 Calculate interest and maturity value of promissory and simple discount notes.

3.24 Calculate future value of funds and notes.

3.25 Compute present value.

4. Describe and Apply Sales Transaction and Store Operation Skills:

Career Sustaining Level

4.1 Understand the sales transaction.

4.2 Operate a point-of-sale cash register terminal.

4.3 Demonstrate the procedures for the following special customer services:

Alterations	Gift wrap
Carry out	Layaway
Check cashing	Rain checks
Credit	Refunds
Customer complaints	Returns
Customer follow-up	Special orders
Delivery	

4.4 Understand the importance of company/organization sales policies and procedures.
4.5 Understand the process of purchase non-resale goods and services.
4.6 Understand the role of maintenance and housekeeping.
4.7 Understand and implement security measures.
4.8 Understand and implement safety procedures.

5. Define and Apply the Critical Elements of Advertising:

Career Sustaining Level

5.1 Describe the purposes and goals of advertising.
5.2 Use product/service information.
5.3 Understand the relationship of advertising, selling, and other promotional activities.
5.4 Maintain an awareness of competitors' promotional activities.
5.5 Use legal and ethical standards.
5.6 Describe and/or demonstrate the following advertising concepts:
- Advertising agencies
- Advertising campaigns
- Advertising vs. publicity/public relations
- Elements of an ad layout
- Market/product awareness
- Media types
- Types of ads

Specialist Level

5.7 Assist in and/or:
- Assess costs for various types of media.
- Contract for various types of advertising.
- Coordinate promotional activities.
- Develop advertising calendar.
- Develop and maintain an advertising budget.
- Evaluate media/advertising effectiveness.
- Maintain advertising files and records.
- Prepare various types of advertising.
- Select appropriate media/media mix.
- Select merchandise for promotion.

5.8 Explain the production process for print, broadcast, and direct mail advertising.
5.9 Demonstrate how to buy media time and space.
5.10 Implement the planning process.
5.11 Seek cooperative/promotion materials and funds.
5.12 Use computer technology to develop print and broadcast advertisements.

6. Define and Apply the Basic Elements of Display and Sales Promotional Activities:

Career Sustaining Level

6.1 Determine types of arrangements.
6.2 Prepare merchandise and employ effective theme ideas.
6.3 Analyze merchandise displays.
6.4 Construct a display.

6.5 Describe and/or demonstrate the following concepts:

Balance	Harmony
Color	Location
Display lighting	Point-of-purchase signs
Dominance	Proportion
Fabric use	Props
Fixtures	Unity

6.6 Understand the use of contests, sweepstakes, rebates, premiums, and coupons.

6.7 Understand the use of product sampling in new products.

Specialist Level

6.8 Assist in and/or:

Coordinate displays with advertised merchandise.
Determine sources and types of display materials, fixtures, and props.
Estimate material costs and time requirements.
Maintain display files and records.
Prepare a display calendar.
Prepare and maintain a display budget.

6.9 Evaluate effectiveness of displays.

6.10 Plan and implement special events and sponsorship events.

6.11 Plan and apply the use of co-op funds.

6.12 Develop a sales promotion plan.

7. Apply Selling Techniques:

Career Sustaining Level

7.1 Develop a positive sales attitude.

7.2 Use appropriate greeting and opening statement for the sales presentation.

7.3 Determine customer needs and wants.

7.4 Involve the customer in the sale presentation.

7.5 Emphasize customer benefits when presenting product/service features.

7.6 Properly handle and demonstrate the product/service.

7.7 Listen to and answer customer objections and/or complaints.

7.8 Use appropriate closing techniques and recognize when to close the sale.

7.9 Use suggestion selling.

7.10 Treat customers with courtesy and respect, even when they do not buy.

7.11 Understand company selling policies.

7.12 Locate merchandise on the selling floor and in reserve stock.

Specialist Level: Retail and Direct Selling Techniques

7.13 Analyze customer needs and identify the customer's buying motives.

7.14 Build and maintain a clientele.

7.15 Use multiple sources of product information.

7.16 Use customer follow-up techniques.

7.17 Understand and apply company selling policies.

7.18 Use a variety of selling approaches.

7.19 Use a customer prospect list.

7.20 Understand sales quotas.

7.21 Understand a sales journal.

7.22 Prepare sales records.

7.23 Analyze product and service trends and innovations.

7.24 Understand product liability.

7.25 Explain and interpret to customers: measures, standards, grades, brand names, trademarks, labels, tags, stamps, guarantees/warranties.

7.26 Use trade journals, wholesalers, customers, competitors, and other sales people to supplement product merchandise and service knowledge.

Specialist Level: Direct Selling Techniques

7.27 Demonstrate self-management skills.

7.28 Demonstrate territorial management techniques.

7.29 Set and evaluate sales goals and quotas.

7.30 Explain proper use of expense accounts.

7.31 Demonstrate effective negotiation skills.

7.32 Develop and effectively utilize sales manuals.

7.33 Develop and effectively utilize sales aids.

7.34 Demonstrate techniques of cold calls and call back procedures.

Supervisory Level

7.35 Explain the nature of sales management.

7.36 Set up sales call reporting system.

7.37 Explain the nature of sales training.

7.38 Design sales training program.

7.39 Determine sales force size.

7.40 Determine structure of sales organization.

7.41 Set sales force objectives.

7.42 Evaluate effectiveness of salespeople.

7.43 Monitor ethical conduct of sales force.

7.44 Set up prospecting standards.

7.45 Establish sales territories.

7.46 Assign salespeople to territories.

7.47 Prepare sales territory analysis.

7.48 Justify accounts through territory screening.

7.49 Describe techniques for covering a territory effectively.

7.50 Develop a sales call pattern.

7.51 Design a route plan for the sales force.

7.52 Set sales quotas for sales for the sales force.

7.53 Analyze salespeople's use of time.

7.54 Analyze selling strategies appropriate to a business/customer.

7.55 Establish sales terms.

7.56 Prepare a sales budget.

7.57 Develop a budget to control sales expenses.

7.58 Monitor budgets.

7.59 Design sales force compensation plans.

7.60 Conduct sales contests.

7.61 Develop sales-incentive programs.

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7.62 Participate in the trade show offering the best exposure.

7.63 Conduct a sales audit.

8. Apply Interpersonal Skills:

Career Sustaining Level

8.1 Understand and explain the role of interpersonal skills and recognize how they contribute to business and personal success.

8.2 Develop a realistic self-understanding.

8.3 Develop human relations skills and attitudes needed to work with fellow employees, employers, and customers.

8.4 Develop the ability to work with people from diverse populations.

8.5 Understand and/or demonstrate the following human relations concepts:

Communication	Judgement
Constructive criticism	Leadership
Confidence	Listening
Courtesy	Loyalty
Creativeness	Morale
Cross-cultural awareness	Motivation
Decision making	Organization
Dependability	Positive attitude
Empathy	Problem solving
Flexibility	Responsibility
Goal Setting	Self-control
Honesty	Stress tolerance
Initiative	Work ethics
Integrity	

9. Explore Career Opportunities and Develop Appropriate Job Seeking Skills:

Career Sustaining Level

9.1 Identify marketing occupational career paths, typical jobs, and occupational characteristics.

9.2 Explain the role of education, training, and experience in career plan.

9.3 Identify job sources to secure employment.

9.4 Develop a personal data sheet and know when to use it.

9.5 Develop appropriate letter of application and know when to use it.

9.6 Complete a neat and accurate job application form.

9.7 Recognize the importance of researching a company prior to an interview.

9.8 Demonstrate appropriate appearance including dress and grooming.

9.9 Use appropriate techniques in making interview appointments.

9.10 Apply appropriate job interview techniques.

9.11 Demonstrate appropriate follow-up procedures.

9.12 Understand appropriate voluntary termination procedures.

Specialist Level

9.13 Assess and update each step of a long-range employment plan by analyzing the role of education, training, and experience in career planning

9.14 Use educational and training resources for professional development.

9.15 Read trade journals and periodicals.

9.16 Participate in professional organizations and trade associations.

10. Apply Communication Skills:

Career Sustaining Level

10.1 Listen effectively to requests, directions, assignments, and information.

10.2 Write in a neat and legible manner.

10.3 Use the telephone in a courteous and businesslike manner.

10.4 Incorporate correct and appropriate grammar and vocabulary in speaking and writing.

10.5 Speak in a clear, distinct manner to individuals and groups.

10.6 Incorporate correct grammar, punctuation, sentence structure, and spelling in the composition of written communications.

10.7 Identify and make suggestions to supervisors, co-workers, and customers in an effective manner.

10.8 Read and understand information including computer-generated data that appears in reports, forms, product information sources, and company publications.

10.9 Explain the basic model of communication.

10.10 Identify the barriers to effective communication

10.11 Understand how communication can be used to improve interpersonal relationships.

10.12 Understand non-verbal communication.

Specialist Level

10.13 Analyze complex written documents.

10.14 Use advanced communication devices.

10.15 Interpret information generated by reports, forms, product information sources, and company publications.

10.16 Distinguish between formal and informal communication networks.

10.17 Use various verbal and visual supporting materials to enhance communication, i.e. explanation, illustration, statistics, visual aids, comparison, example, and expert opinion.

10.18 Discuss and demonstrate principles of effective oral presentations.

10.19 Describe various communication styles and their effects on business relationships.

10.20 Identify obstacles of organizational communication and develop strategies for removing these obstacles.

10.21 Apply writing guidelines to produce effective business communication.

Supervisory Level

10.22 Compose mission statements, policy and procedures statements, and job descriptions.

10.23 Develop a formal research report.

10.24 Conduct various types of interviews and be an effective interviewee.

11. Define and Apply Merchandising Essentials:

Career Sustaining Level

11.1 Understand the merchandising process.

11.2 Explain procedures for receiving and distributing merchandise.

11.3 Understand procedures for stock maintenance.

11.4 Prepare merchandise for sale.

11.5 Make and record price changes.

11.6 Explain the procedures for handling returned/damaged merchandise.

11.7 Understand perpetual inventory and take physical inventory.

Specialist and Supervisory Levels

11.8 Create a merchandise plan.

11.9 Determine the purchase price.

11.11 Effectively manage inventory.

11.12 Determine what, when, and how much to buy.

11.13 Understand buying procedures at market.

11.14 Develop an open-to-buy plan.

11.15 Understand computer systems used by retailers.

11.16 Understand and apply a sales and stock plan.

11.17 Analyze merchandise trends.

11.18 Develop and/or implement a planogram.

11.19 Demonstrate effective negotiation skills.

11.20 Understand and apply merchandising ratios.

12. Explore and Utilize Technology:

Career Sustaining Level

12.1 Describe the impact of technology on marketing applications.

12.2 Understand ethical issues as they relate to technology.

12.3 Identify hardware components.

12.4 Select and use appropriate software.

12.5 Perform basic operations on a microcomputer.

12.6 Understand the use of telecommunications technology:

- E-mail
- Facsimile
- Internet
- Voice mail
- Wireless devices

Specialist Level

12.7 Demonstrate the ability to use word processing, spreadsheet, database, and presentation software packages.

12.8 Apply and utilize current technology to business applications.

12.9 Demonstrate overall business knowledge via computer simulations.

Supervisory and Entrepreneurial Levels

12.10 Integrate technology into business operations.

13. Understand Management and Supervisory Skills:

Career Sustaining Level

13.1 Explain the concept of management.

13.2 Describe the functions of a manager/supervisor.

13.3 Describe the processes involved in attaining a managerial/supervisory position.

13.4 Identify and describe management styles.

13.5 Analyze the characteristics of a good manager.

13.6 Understand the importance of developing personal/professional goals.

13.7 Demonstrate problem-solving processes.

13.8 Explain the process of planning and conducting group meetings.

13.9 Describe the procedure for hiring and terminating employees.

13.10 Demonstrate use of marketing information in management decision making.

Specialist Level

13.11 Explain the historical development of management theory.

13.12 Explain the nature of leadership in organizations.

13.13 Distinguish the difference between management and leadership.

13.14 Describe environments that influence management.

13.15 Describe the importance of mission statements, goals, and objectives.

Supervisory Level: Supervisory Management and Human Resource Management Areas

13.16 Describe the role of management in the achievement of quality.

13.17 Recognize the importance of working within a diverse organization.

13.18 Explain the nature of managerial ethics.

13.19 Assess the current trends and methodologies that affect today's management.

13.20 Evaluate current issues and concerns facing management today.

13.21 Compare and contrast the different types of planning.

13.22 Discuss the importance of portfolios and how they relate to the organization.

13.23 Describe the nature of planning for a strategic business unit (SBU).

13.24 Describe planning tools used by management such as budgets, forecasts, financial statements, and schedules.

13.25 Examine the factors influencing management decision making.

13.26 Differentiate the different techniques for group decision making.

13.27 Describe the use of management information systems.

13.28 Explain the nature of decision support systems.

13.29 Describe the influence of corporate culture on employee motivation.

13.30 Distinguish between the difference of organizational approaches to leadership styles.

Supervisory Level: Supervisory Management Area

13.31 Perform a job analysis.

13.32 Write a job description using the job analysis.

13.33 Design the criteria for employee selection and interviewing techniques.

13.34 Perform a job interview.

13.35 Design and conduct an orientation session.

13.36 Design and conduct a training meeting.

13.37 Design and conduct a general employee meeting.

13.38 Apply the techniques of team building and total quality management.

13.39 Perform role playing events dealing with customer service/complaints.

13.40 Perform role playing events dealing with employee conflict/resolving conflict.

13.41 Design a industry specific work schedule.

13.42 Discuss the budgeting constraints involved with front line supervision and labor.

13.43 Design a performance appraisal form.

13.44 Perform a performance appraisal.

13.45 Explain the role of coaching and counseling in development.

13.46 Design an exit interview criteria.

13.47 Explain the nature of remedial disciplinary action.

13.48 Describe proper procedures for suspension or termination of employees.

13.49 Perform an exit interview or termination interview.

13.50 Explain ways to develop a positive working environment.

13.51 Explain ways to build employee morale.

13.52 Explain the concept of staff motivation.

13.53 Explain the relationship between communication and employee motivation.

13.54 Explain the concept of employee participation in decision-making.

Supervisory Level: Human Resource Management Area

13.55 Define human resource management (HRM).

13.56 Describe the roles and functions of HRM.

13.57 Discuss the contemporary challenges in HRM.

13.58 Describe the many legal constraints that affect HRM.

13.59 Evaluate how the organizational characteristics of management philosophy, leadership style, and organizational culture and climate affect HRM practices.

13.60 Develop and implement company policies and procedures.

13.61 Maintain personnel records.

13.62 Calculate personnel turnover rate.

13.63 Use evaluation data for staffing decisions.

13.64 Explain techniques for recruiting management personnel.

13.65 Describe the legal regulations of the selection process.

13.66 Explain the nature of management supervisory training.

13.67 Describe the historical development of motivational theory.

13.68 Handle employee complaints and grievances.

13.69 Describe the current trends and techniques in used in motivation such as self-directed work teams and total quality management.

13.70 Describe the current issues and concerns in motivation.

13.71 Discuss the many factors that influence compensation packages.

13.72 Compare and contrast the many reward systems that can be used to increase employee morale and productivity.

13.73 Evaluate various benefits packages.

13.74 Explain the components of executive compensation.

13.75 Discuss current trends affecting compensation and benefits.

13.76 Examine the collective bargaining process.

13.77 Discuss the effect of unions on the labor force.

13.78 Explain the process of labor negotiation techniques including handling of conflicts, grievances, arbitration, and bargaining.

14. Understand Accounting Principles:

Career Sustaining Level

14.1 Explain basic accounting principles.

Specialist Level

14.2 Demonstrate and apply knowledge of basic accounting principles.

14.3 Understand and demonstrate the complete accounting cycle.

14.4 Construct and understand the following financial reports:

- Balance sheets
- Cash flow statements equity
- Income statements
- Statement of owner's equity

14.5 Construct and maintain a basic accounting system.

14.6 Journalize and post all accounting entries.

14.7 Understand and demonstrate the use of specialized and general journals.

14.8 Analyze business transactions.

Supervisory and Entrepreneurial Levels

14.9 Analyze, evaluate, and interpret all competencies noted in the Career Sustaining and Specialist levels.

15. Define and Apply the Critical Elements of Business Law:

Career Sustaining Level

15.1 Compare and contrast the types of business ownership.

15.2 Successfully explain and interpret brand names and trademarks.

Supervisory and Entrepreneurial Levels

15.3 Demonstrate and apply knowledge in the following areas:

- Agency
- Commercial paper
- Consumer law
- Contracts
- Crimes and torts
- Employment law
- Ethics
- Legal environment
- Sales contracts
- Retaining attorney
- Property (real and personal)
- Types of business ownership
- The legal system and its role in society

16. Understand Entrepreneurship:

Career Sustaining Level

16.1 Define entrepreneurship.

16.2 Recognize the personal qualities and skills needed to be a successful entrepreneur.

16.3 Identify sources of technical assistance.

16.4 Compare the types of business ownership.

16.5 Identify and prepare the following components of a business plan:

- Balance sheet
- Marketing plan
- Budget
- Personal strategy
- Income statement

16.6 Compare methods and sources of financing a new business.

16.7 Identify the steps to establish a business.

Appendix A
Marketing Education Occupations

Executive, Administrative, and Managerial Occupations

Administrative services managers
Financial managers
Hotel managers and assistants
Management analysts and consultants
Marketing, advertising, and public relations managers
Personnel, training, and labor relations specialists and managers
Property and real estate managers
Purchasers and buyers
Restaurant and food service managers
Retail managers

Marketing, Sales, and Service Occupations

Cashiers
Counter and rental clerks
Insurance agents and brokers
Manufacturers' and wholesale representatives
Real estate agents, brokers, and appraisers
Retail sales workers
Securities and financial services sales representatives
Services sales representatives
Travel agents
Chefs, cooks, and other kitchen workers
Food and beverage service

Reference: U.S. Department of Labor Bureau of Labor Statistics. (1994). *Occupational outlook handbook*. Indianapolis, IN: JIST Works.

Appendix B
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Jon Ochi, Proprietor
Fred's Signs & Art
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Boise

Ron Reynolds, Owner
The Grocery Outlet
Lewiston

Robin Schultz, Resident General Manager
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Idaho Marketing Education

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